



1913

Bridgewater State Normal School. Massachusetts. 1913 [Catalogue]

Bridgewater State Normal School

Recommended Citation

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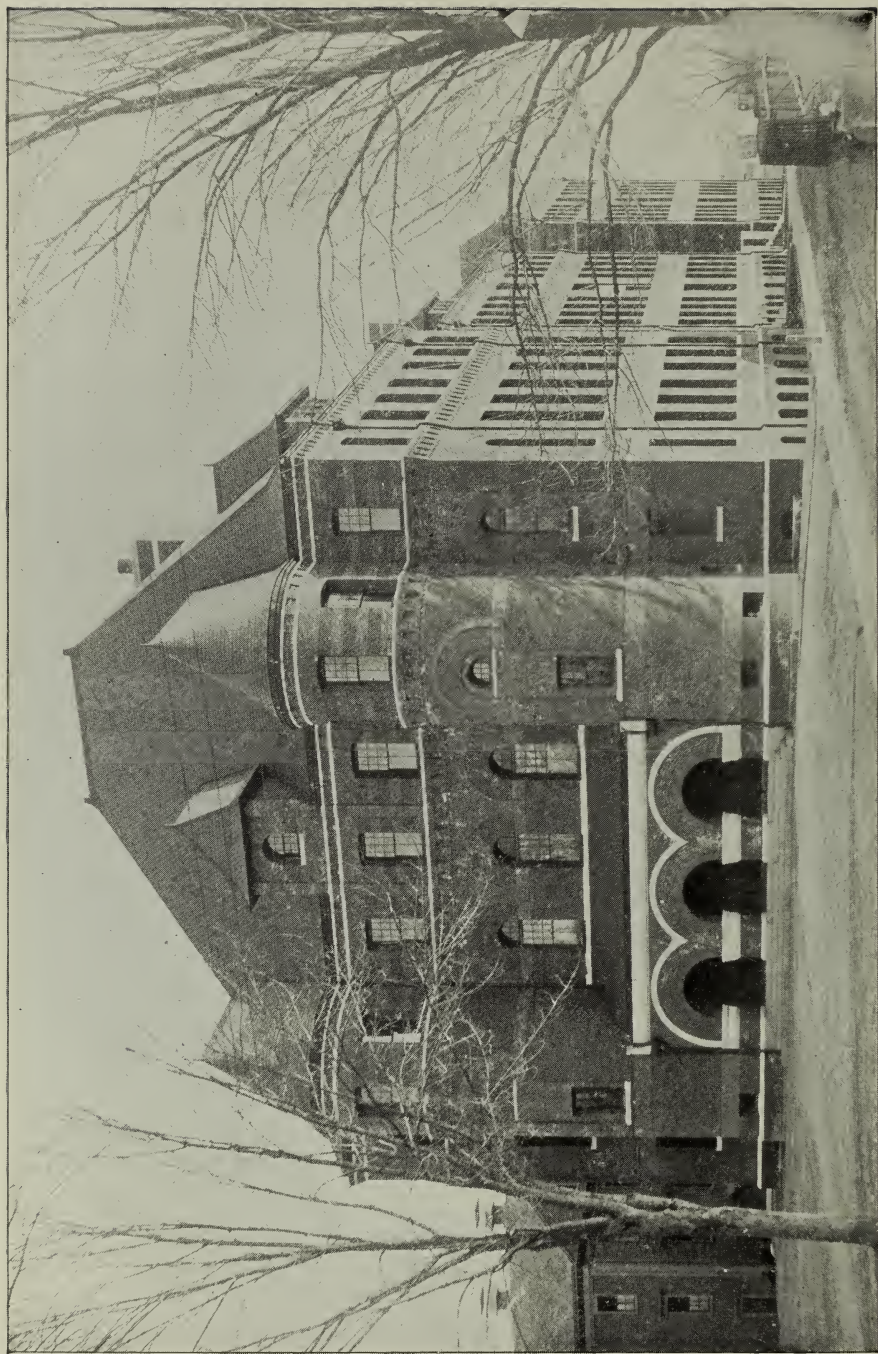
The Commonwealth of Massachusetts



State Normal School
Bridgewater



1913



STATE NORMAL SCHOOL.

BRIDGEWATER
STATE NORMAL SCHOOL
MASSACHUSETTS

Established 1840



1913

BOSTON
WRIGHT AND POTTER PRINTING COMPANY, STATE PRINTERS
18 POST OFFICE SQUARE

1913

APPROVED BY
THE STATE BOARD OF PUBLICATION.

STATE BOARD OF EDUCATION.

Established in 1837, Reorganized in 1909.

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THOMAS B. FITZPATRICK, 104 Kingston Street, Boston . .	1914.
FREDERICK W. HAMILTON, 15 Beacon Street, Boston . .	1913.
PAUL H. HANUS, Harvard University, Cambridge . . .	1914.
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COMMISSIONER OF EDUCATION.

DAVID SNEDDEN.

Room 500, Ford Building, 15 Ashburton Place, Boston.

DEPUTY COMMISSIONER.

WILLIAM ORR, Room 500, Ford Building, Boston.

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CLARENCE D. KINGSLEY	Room 500, Ford Building, Boston.
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ANNE M. WELLS	Supervisor of Kindergarten-Primary Course.
ELIZABETH F. GORDON	Supervisor of Physical Training.
RUTH F. ATKINSON	Assistant in Physical Training.
ALICE E. DICKINSON	English.
FLORENCE I. DAVIS	Botany, Zoology, School Gardening.
ANNA W. BROWN ¹	Reading and Vocal Expression.
ADELAIDE MOFFITT	Reading and Vocal Expression.
MABEL B. SOPER	Supervisor of Manual Arts.
BERTHA S. BADGER	Assistant in Drawing.
ETHEL M. FLOWER	Manual Training.
CORA A. NEWTON	Supervisor of Training.
EDITH W. MOSES	Literature.

MODEL SCHOOL.

BRENELLE HUNT, PRINCIPAL, Grade IX.

ETHEL P. WHEELER	Grade IX.
MARTHA M. BURNELL	Grade VIII.
BERTHA S. DAVIS	Grade VII.
NELLIE M. BENNETT	Grade VI.
JENNIE BENNETT	Grade V.
BERTHA O. METCALF	Grade IV.
SARAH W. TURNER	Grade III.
NEVA I. LOCKWOOD	Grade II.
FLORA M. STUART	Grade I.
RUTH E. DAVIS	Grade I.
ANNE M. WELLS	Principal of Kindergarten.
FRANCES P. KEYES	Assistant in Kindergarten.

CHARLES H. BIXBY	Accountant and Clerical Assistant.
Mrs. IDA A. NEWELL	Dean of Residence Halls.
Mrs. CHARLES H. BIXBY	Matron.
Miss ROSE E. JUDGE	Resident Nurse.
THOMAS E. ANNIS	Chief Engineer.
WILLIAM MOORE	Superintendent of Gymnasium and Grounds.

¹ On leave of absence.

[Figures in light face indicate no session.]

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CALENDAR.

1913.

Second Term Begins

Monday, January 27.

Spring Recess

Begins Friday night, March 14. Ends Monday night, March 24.

Graduation

Tuesday, June 17, 10 A.M.

First Entrance Examination

Thursday and Friday, June 19 and 20, at 8.30 A.M.

Second Entrance Examination

Tuesday and Wednesday, September 2 and 3, at 8.30 A.M.

School Year Begins

Model School, Tuesday, September 2.

Normal School, Thursday, September 4, at 9.15 A.M.

Thanksgiving Recess

Begins Tuesday night, November 25. Ends Monday night, December 1.

Christmas Recess

Begins Friday night, December 19. Ends Monday night, December 29.

1914.

Second Term Begins

Monday, January 26.

Spring Recess

Begins Friday night, March 13. Ends Monday night, March 23.

Graduation

Tuesday, June 16, 10 A.M.

First Entrance Examination

Thursday and Friday, June 18 and 19, at 8.30 A.M.

Second Entrance Examination

Tuesday and Wednesday, September 8 and 9, at 8.30 A.M.

School Year Begins

Model School, Tuesday, September 8.

Normal School, Thursday, September 10, at 9.15 A.M.

Thanksgiving Recess.

Begins Tuesday night, November 24. Ends Monday night, November 30.

Christmas Recess.

Begins Friday night, December 18. Ends Monday night, December 28.

Sessions are from 9 A.M. to 12 M., and 1.15 P.M. to 3.50 P.M. There are no sessions on Saturday.

The telephone call of the school is "8063;" the telephone call of the principal's residence is "2-2."



NORMAL SCHOOL BUILDING.

TILLINGHAST HALL.

WOODWARD HALL.

NORMAL HALL.

BOYDEN PARK.

PRINCIPLES OF THE SCHOOL.

This school is one of the ten normal schools maintained by the Commonwealth of Massachusetts for the preparation of teachers for the public schools of the State. It is under the direct supervision of the State Board of Education.

The first aim of the school is to inspire its students with the professional spirit. It is of vital importance that the teacher should have a just appreciation of his work and that he should be imbued with the spirit of service.

Teaching is the subtle play of the teacher's life upon the life of the pupil, to cause him to *know* what he would not learn by himself, to *do* what he could not otherwise do, to *be* what, without aid, he would not become. The teacher's relation to his pupils is most intimate. His personal appearance and bearing at once attract or repel. His personal habits are a constant help or hindrance to the formation of good habits in them. His thinking gives tone and coloring to their thought. His taste has much influence in forming their tastes. His moral character impresses itself upon their moral natures. His spirit is imbibed by them. The unspoken, unconscious influence of the teacher, which gives tone, quality and power to all his instruction, enters so deeply into the life of his pupils that his life affects their young lives with the greatest power for good or evil. The normal student is to consider his own spirit, purpose, manner and conduct, the acquisition of knowledge, and all the exercises of the school, from the point of view of the teacher.

The student teacher is led through the educational study of the subjects of the public school curriculum, that he may learn how to use each subject in the teaching process. The normal school is made professional, not by the exclusion of these subjects from its course, but by the inclusion of the educational study of them. All the subjects of the course are to be studied, not only in their direct bearing upon the process of teaching but also for the purpose of getting a broader view of their scope and meaning.

After the educational study of each subject in the course, to obtain command of its principles and ascertain its pedagogical value, the student enters upon a study of the development of the human mind and body to find the broader educational principles which underlie

all true teaching. The method of teaching is determined by these principles, and the student is to become so trained in their application that he will be able to rightly conduct the education of his pupils. This study is invaluable for its influence in expanding the thought, enlarging the views, elevating the aims, and strengthening the character of the student. It is followed by a careful analysis of the art of teaching, school organization, school government, school laws, and the history of education.

A practical study of children is made throughout the course. Opportunity is given for observation, under intelligent guidance, in all the grades of a good public school; and, after he has acquired a just conception of the nature and method of teaching and become sufficiently acquainted with children, the student has ample practice in teaching under such supervision as he may need.

ADMISSION OF STUDENTS.

APPLICATION FOR ADMISSION.

The size of the school has become such that only a limited number of students can be received each year. It is therefore advisable that application be made and certificates forwarded early in June. Examinations, as far as possible, should be taken in June.

Blank forms for application, carrying with them application for room in the residence halls when desired, will be furnished upon request. Certificate blanks are to be obtained by principals of high schools upon application to the principal of the normal school.

Correspondence in relation to admission should be addressed to the principal.

REQUIREMENTS FOR ADMISSION.

The following are the requirements for admission to the Massachusetts State normal schools as prescribed by the State Board of Education:—

I. Candidates for admission to a Massachusetts State normal school must have attained the age of seventeen years, if young men, and sixteen years, if young women; must be free from diseases or infirmities which would unfit them for the office of teacher; and must present certificates of good moral character. They must also submit

detailed records of scholarship from the principal of the high school or other school in which preparation has been made, showing the amount of time given to individual subjects and the grade therein, and such additional evidence of qualifications for the calling of a teacher as the Board of Education may require.

II. A candidate for admission as a regular student to a general course must present a diploma of graduation from a high school, or its equivalent, and, in addition, offer by examination or certificate satisfactory evidence of preparation in the following subjects for a total of 14 units. A unit represents a year's study in any subject in a secondary school, constituting approximately one-quarter of a full year's work.

A. *Prescribed Subjects.* — Three units.

(1) English literature and composition 3 units.

B. *Elective Subjects.* — At least 7 units from the following subjects: —

(2) Algebra	1 unit.
(3) Geometry	1 unit.
(4) History	1 or 2 units.
(5) Latin	2 to 4 units.
(6) French	2 or 3 units.
(7) German	2 or 3 units.
(8) Drawing ¹	1 unit.
(9) Physics	1 unit.
(10) Chemistry	1 unit.
(11) Biology, botany or zoölogy ¹	1 unit.
(12) Physical geography ¹	1 unit.
(13) Physiology and hygiene ¹	1 unit.
(14) Stenography	1 or 2 units.
(15) Domestic science or manual training	1 unit.
(16) Commercial geography ¹	1 unit.
(17) Arithmetic ¹	1 unit.
(18) Bookkeeping	1 unit.

For the present, the topics included within the foregoing subjects will be such as are usually accepted by Massachusetts colleges for entrance. The outlines submitted by the College Entrance Examination Board (substation 84, New York City) will be found suggestive by high schools.

¹ Half units in these subjects will also be accepted.

C. *Additional Subjects.* — At least 4 units from any of the foregoing subjects, or from other subjects approved by the secondary school towards the diploma of graduation of the applicant. Work in any subject approved for graduation, in addition to that for which credit is secured by examination or certification, may count towards these 4 units.

III. *Examinations.* — Each applicant for admission, unless exempted by the provisions of sections IV. and V., must pass entrance examinations required under "A" and "B." Examinations in these subjects will be held at each of the normal schools in June and September of each year. Candidates applying for admission by examination must present credentials or certificates from their schools to cover the requirements under "C," and will not be given examinations in these subjects.

IV. *Division of Examinations.* — Candidates for admission to the normal schools may take all of the examinations at once, or divide them between June and September. If the examinations are divided, the candidate will receive no credit for the first examination, unless he secures by examination or certification a total of at least 5 of the 10 units required. Examinations cannot be divided between different years.

V. *Admission on Certificates.* — Candidates from public high schools which are on the certificate list of the New England College Entrance Certificate Board may be exempted by the principal of the normal school from examination in any of the subjects under "A" and "B" in which the principal of the high school shall certify that the applicant, in accordance with the practice of the high school, is entitled to certification to a college in the New England College Certificate Board. Candidates from public high schools approved for this purpose by the Board of Education may be exempted by the principal of the normal school from examination in any subjects under "A" and "B" in which the applicant has a record of B, or 80 per cent., in the last year in which such subject has been pursued, and when the principal of the high school states that the work of the applicant entitles him to certification. Credits secured by any candidate from the Board of Regents of the State of New York, or for admission to any college in the New England College Certificate Board, either by examination or certification, or in the examinations of the College Entrance Examination Board, shall be accepted towards the total of 10 units under "A" and "B." In addition to units granted by certification candidates must present credentials for subjects under "C."

VI. *Admission as Special Students.* — Graduates of normal schools and colleges and persons with satisfactory experience in teaching may

be admitted as special students to all courses, under such regulations as the Board may prescribe. Applicants with satisfactory teaching experience may be admitted to the one-year course without examination or other requirements.

VII. *Admission to Special Courses.* — Persons possessing qualifications for the pursuit of work offered in special courses may be admitted as special students under such regulations as the Board may prescribe.

SCHEDULE OF EXAMINATIONS.

Thursday, June 19.

Morning.

Afternoon.

8.30- 8.45.	Registration.	1.30-2.30.	Geometry.
8.45-10.30.	English.	2.30-4.00.	Latin, arithmetic.
10.30-11.30.	History.	4.00-5.00.	Domestic science or
11.30-12.30.	Algebra.		manual training.

Friday, June 20.

Morning.

Afternoon.

8.15- 8.30.	Registration.	1.30-2.30.	Chemistry, physics.
8.30- 9.30.	Drawing, stenog- raphy.	2.30-3.30.	Physiology, bookkeep- ing.
9.30-11.00.	French, German.	3.30-4.30.	Biology, botany, zoöl- ogy.
11.00-12.00.	Physical geography, commercial geog- raphy.		

Tuesday, September 2.

Morning.

Afternoon.

8.30- 8.45.	Registration.	1.30-2.30.	Geometry.
8.45-10.30.	English.	2.30-4.00.	Latin, arithmetic.
10.30-11.30.	History.	4.00-5.00.	Domestic science or
11.30-12.30.	Algebra.		manual training.

Wednesday, September 3.

Morning.

Afternoon.

8.15- 8.30.	Registration.	1.30-2.30.	Chemistry, physics.
8.30- 9.30.	Drawing, stenog- raphy.	2.30-3.30.	Physiology, bookkeep- ing.
9.30-11.00.	French, German.	3.30-4.30.	Biology, botany, zoöl- ogy.
11.00-12.00.	Physical geography, commercial geog- raphy.		

Physical Examination. — Dr. Isabel Weston, the school physician, will be at the gymnasium on June 19 and Sept. 2, 1913, at 10 o'clock A.M. to examine, without expense to the candidate, all women candidates for admission to the school.

COURSES OF STUDY.

ELEMENTARY COURSES.

Two-year Course. — The elementary course of two years is designed primarily for those who aim to teach in the public schools in grades below the seventh, although students intending to teach in the upper grammar grades are permitted to enter this course. The course includes: —

I. The study of the educational values of the following subjects and of the principles and methods of teaching them: —

(a) *English.* — Reading, language (oral and written composition), grammar, English and American literature.

(b) *Mathematics.* — Form study, arithmetic.

(c) *History.* — Biographical stories, American history.

(d) *Science.* — Practical science, nature study, physiography, geography, gardening, physiology and hygiene.

(e) Manual arts, vocal music, penmanship, physical training.

II. (a) The study of man — body and mind — with reference to the principles of education; the application of these principles in school organization and school government and in the art of teaching; the school laws of Massachusetts.

(b) History of modern education.

(c) Observation and practice in the model school. Six weeks of apprentice teaching.

FIRST YEAR.

First Term, Junior 1.	Periods per Week.	Second Term, Junior 2.	Periods per Week.
English I.	2	English II.	4
Reading	2	Reading	2
Vocal music	5	Arithmetic	5
Form study	4	Nature study	2
Practical science	5	Physiology	3
Manual arts	4	Manual arts	4
Gymnastics	2	Model school I.	2
Penmanship	1	Gymnastics	2
		Penmanship	1

SECOND YEAR.

Third Term, Senior 1.	Periods per Week.	Fourth Term, Senior 2.	Periods per Week.
English III.	3	English IV. (half term)	5
Reading	2	Nature study	3
Penmanship	1	Geography (half term)	5
Nature study	3	History of education I.	1
Geography	4	Penmanship	1
History	4	Gymnastics	2
Manual arts	4	Psychology, school laws	10
Gymnastics	2	<i>Teaching alternate ten weeks.</i>	
Model school II.	2		
<i>Teaching six weeks.</i>			

Kindergarten-primary Course. — This course requires three years for its completion and is designed for those who desire to equip themselves more fully for teaching little children. It trains teachers to work in the kindergarten with due regard to the succeeding years of the child's development, and in the primary grades with a proper use of kindergarten methods. The demand for such teachers is in excess of the supply. The course includes: —

(a) *Subjects in the Two-year Course of Studies.* — Form study, arithmetic, physiology, English, nature study, vocal expression, vocal music, manual arts, gymnastics, history, history of education and the educational study of man.

(b) *Kindergarten Theory and Practice.* — This group includes Froebel's mother play, with collateral reading to develop intelligent sympathy with childhood through appreciation of child nature and its essential environment, and to show the application of educational principles to life; occupations and other handiwork adapted to little children; classification of songs, games and stories, with study of their educational value and practice in their use; program work, including the adaptation of all material to children of different ages; observation and practice in the kindergarten.

(c) *Primary Methods and their Application.* — This group includes observation in all grades of the model school; school hygiene and child study as outlined in the training department; methods and materials used in teaching reading, writing, number, nature study, music and manual arts; teaching in the first three grades of the model school and one-half year of apprentice teaching.

FIRST YEAR.

First Term.	Periods per Week.	Second Term.	Periods per Week.
English I.	2	English III.	3
Reading	2	Reading	2
Practical science	5	Arithmetic	3
Form study	5	Physiology	2
Vocal music	4	Manual arts	4
Manual arts	4	Gymnastics	2
Gymnastics	2	Penmanship	1
Penmanship	1	Kindergarten theory	3
		Observation in model school	3

SECOND YEAR.

Third Term.	Periods per Week.	Fourth Term.	Periods per Week.
Reading	2	Nature study	3
Manual arts	4	Manual arts	4
Gymnastics	2	Gymnastics	2
Educational psychology	10	Penmanship	1
Observation in kindergarten	2	Kindergarten theory	5
Kindergarten theory	4	Teaching	10
Penmanship	1		

THIRD YEAR.

Fifth Term.	Periods per Week.	Sixth Term.
History of education	4	Apprentice teaching.
Kindergarten theory	6	
Primary methods	5	
Teaching	10	

ADVANCED COURSES.

Three-year Course. — This course is intended for those who aim to teach in the upper grades of grammar schools. The first year corresponds, for the most part, to the first year of the two-year course, definite differentiation taking place at the beginning of the second year. Work in addition to that of the two-year course is taken in the following subjects: —

- (a) *English.* — Advanced literature, reading for upper grades.
- (b) *Mathematics.* — Constructive geometry, business arithmetic.
- (c) *History.* — English history as a basis for American history; general history, and the history of education.
- (d) *Science.* — Advanced nature study, applied physics and chemistry.

(e) *Manual Arts*. — Drawing and minor crafts.

(f) Methods in grammar grades. One-half year of apprentice teaching.

FIRST YEAR.

First Term.	Periods per Week.	Second Term.	Periods per Week.
English I.	3	Botany I.	4
Reading	2	Algebra	4
Zoölogy I.	4	Physics II.	4
Geometry	4	Vocal music	4
Chemistry	5	Mineralogy	4
Manual arts	4	Manual arts	4
Gymnastics	2	Gymnastics	2
Penmanship	1		

SECOND YEAR.

Third Term.	Periods per Week.	Fourth Term.	Periods per Week.
English II.	4	English III.	3
Reading	2	Business arithmetic	2
Arithmetic	5	Physiology (half term)	5
Physiography	4	Geography (half term)	5
Manual arts	4	History I., II.	5
Gymnastics	2	Manual arts	4
Model school I.	2	Gymnastics	2

THIRD YEAR. — CLASS B.

Fifth Term.	Periods per Week.	Sixth Term.
English IV.	4	Apprentice teaching in neighboring towns.
Advanced reading	2	
Educational psychology	10	
History of education	2	
Model school II., III.	2	
Teaching	2	
Gymnastics	2	

Four-year Course. — The course is designed primarily for those who desire to prepare for departmental teaching or for principalships in grammar schools. It is also recommended for those who intend to supplement their normal school training by work in college. Credit has been allowed for the advanced work of this course at Harvard, Radcliffe, Boston University, Columbia and other colleges.

Harvard University has four scholarships for the benefit of graduates of the normal schools. The annual value of each of these scholarships is \$150, the price of tuition. The beneficiaries are appointed for one year on the recommendation of the principal of the normal school,

and the appointments may be renewed annually on the recommendation of the faculty of the university.

In addition to the required work of the three-year course, this course offers a fourth year of elective studies in the following subjects:—

I. English, mathematics, industrial physics, economic chemistry, advanced nature study and gardening; geology as applied in the study of geography; manual arts, history of art, and the modern languages.

II. School administration, educational literature, and an intensive study of some of the leading educational problems.

FIRST YEAR.

[NOTE. — Electives are in italic; minimum, — twenty periods a week.]

First Term.	Periods per Week.	Second Term.	Periods per Week.
English I.	3	Reading	2
Reading	2	Botany	2
Zoölogy	4	Physics	4
Geometry	5	Vocal music	5
Chemistry	5	Mineralogy	2
Manual arts	4	Manual arts	4
Gymnastics	2	Gymnastics	2

SECOND YEAR.

Third Term.	Periods per Week.	Fourth Term.	Periods per Week.
English II.	4	English III.	3
Reading	2	Business arithmetic	2
Arithmetic	5	Physiology (half term)	5
Physiography	4	Geography (half term)	5
Manual arts	2	History I., II.	5
Gymnastics	2	Manual arts	4
Model school I.	2	Gymnastics	2

THIRD YEAR.

Fifth Term.	Periods per Week.	Sixth Term.	Periods per Week.
English IV.	4	<i>German</i>	5
Reading	2	Advanced mathematics	5
<i>Latin</i>	4	<i>Literature</i>	5
<i>German</i>	5	<i>Chemistry II. and III.</i>	10
<i>Geometry, algebra</i>	4	<i>Advanced nature study</i>	4
<i>Physics III.</i>	5	History III.	4
<i>Advanced Nature Study</i>	3	<i>Manual arts</i>	4
Gymnastics	2	Gymnastics	2
Model school II.	2	Model school III.	2

FOURTH YEAR. — CLASS A.

Seventh Term.	Periods per Week.	Eighth Term.
Gymnastics	2	Apprentice teaching in neighboring cities and towns.
Educational psychology	10	
History of education	2	
Model school, IV. women	10	
Model school, VI. men		

CONDITIONS FOR GRADUATION.

Diplomas designating the course taken are granted for each of the above courses. The statute laws of Massachusetts require that teachers in the public schools of the State shall be "persons of competent ability and good morals," and that they shall have the power to teach and govern the schools. Before a diploma is granted, therefore, these conditions must be met to a satisfactory degree.

SPECIAL COURSES.

Candidates for these courses are not required to take the entrance examinations.

I. Teachers of three years' experience who bring satisfactory testimonials regarding their work and their character, may select a course approved by the principal. The course may be adapted to preparation for teaching in primary or grammar grades, or for departmental teaching. A certificate is given upon the completion of a course of one year; for a two-year course a diploma is granted. A minimum of twenty periods per week is required.

Required Subjects. — (1) Principles of education, the art of teaching, school organization, school government, school laws of Massachusetts. (2) History of education. (3) Child study, observation and a limited amount of teaching.

Elective Subjects. — The principles and method of teaching any of the subjects of the elementary or advanced courses.

II. Graduates of normal schools may select a postgraduate course of one or two years, which shall include the principles of education.

III. College graduates may select a course of one year, for which a diploma will be granted upon its completion. A minimum of twenty periods per week is required.

Required Subjects. — (1) Principles of education, the art of teaching, school organization, school government, school laws of Massachusetts. (2) History of education. (3) Observation, either in the model school or in a large high school; practice in teaching.

Elective Subjects. — The principles and method of teaching any of the subjects of the different courses.

TRAINING DEPARTMENT.

The work of this department is carried on in connection with the model school. The purpose of the model school is to exemplify the mode of conducting a good public school and to furnish facilities for observing and teaching children. It is one of the public schools of the town and includes a kindergarten and nine elementary grades. It has a principal and twelve regular teachers, under whose direction the normal students observe and practice.

Course I. — Observation in the model school, to give familiarity with schoolroom conditions and methods. The students observe class exercises to discover their unity and purpose and the steps in their development; they give attention to incidental training to learn how to establish right habits of activity; they discover in the details of schoolroom management how control of a school is secured. The observation extends from the kindergarten through the nine grades in succession, under specific directions, with oral and written reports, collateral reading and discussion.

Course II. — This course is correlated with Courses I., III. and IV. It includes a study of school conditions and activities in relation to child development and general pedagogy; a comparative and detailed study of methods and materials used in teaching the subjects of courses of study for primary and grammar grades; some research work related to educational problems of the day and to pedagogical literature.

Course III. — *Practice Teaching.* After careful observation the students serve during a period of ten weeks as assistants in at least two grades. They study and teach individual children, organize the material for teaching in five or more subjects, and conduct class exercises.

Course IV. — Observation and practice teaching in the schools in near-by towns and cities, for breadth of experience in teaching and in discipline. Opportunity is given for substituting. These schools represent all conditions, from the rural school to the fully equipped graded city school.

Course V. — *School Administration (Advanced Course).* This course is offered to all the men of the school and to those women who are fitting for positions as principals and general supervisors. The work in school administration includes a study of the fundamental principles of school management, together with the methods and devices best adapted to promote self-control in the pupils. It furnishes opportunity to study some of the executive problems in the modern graded school, and to become acquainted with some of the leading methods of instruction, classification and promotion of pupils. The students are introduced to the duties of a principal in organizing his school so as to promote the physical, mental and moral welfare of the pupils and increase the efficiency and helpfulness of the teachers; they are also given practice in the keeping of records, computing school statistics, making reports and ordering textbooks and supplies. As prospective principals or superintendents, they make a careful study of such problems as are included in the location, construction and furnishing of a modern school building, with best methods of lighting, heating and ventilating the different types of schoolhouses.

DEPARTMENTS OF INSTRUCTION.

The work in all the departments is based on the following essentials for successful teaching: —

1. A professional attitude toward the subjects to be used in teaching. A new point of view has to be established: the subjects are worked out as instruments of instruction for children. There are three sets of subjects in the courses: (a) the curriculum subjects, which include the material used directly in the teaching of the grades; (b) the contributory or cultural subjects, on which the elementary subjects are based and toward which they are tending, and the material to be used indirectly in the teaching; (c) the study of pedagogy and the history of education, for the purpose of organizing the principles of

education and methods of instruction into definite form, as a guide to the professional work and study of the teacher. The study of pedagogy includes child study and school hygiene in connection with the observation and practice.

2. A background of knowledge of the essential truths of the subject to be taught. This implies a careful selection of the essential facts in the different subjects from the point of view of the teacher. The educational value of this material is emphasized.

3. A very careful development of the work to be done in the grades, including the choice of material and the *method of teaching* from the point of view of the development of the children and in accordance with their experiences. The general method is given by the instructors in the normal school in connection with the class work; the detailed method in each grade is given by the supervisor of training and by the critic teachers in connection with the practice work.

ENGLISH LANGUAGE.

English I. — *Language.* The elementary facts of language are organized from the teacher's standpoint: (a) the language of action, considered with reference to life and conduct in the schoolroom, in the street and in the social relations; (b) conventional language, — sign, oral and written, — with the special uses of each variety and something of its history.

The course aims to secure the correct use of oral and written English by means of: —

1. *Oral presentations* of subjects of general interest to the class, to cultivate class sympathy, self-confidence and the ability to organize subject-matter; also to reveal unconscious habits of speech which need to be improved.

2. *Written themes*, chiefly to develop that power of clear exposition which is essential to the teacher.

3. *Note-taking*, with insistence upon accuracy and good form.

4. *Correction* of themes and other written matter by students, in preparation for similar work to be done later in the model school.

5. Analysis of the spoken word, to discover elementary sounds, syllabication and accent, with their bearing upon correct *pronunciation*; analysis of the written word, to discover relations between sound and symbol and their bearing upon correct *spelling*, oral and written; application of these analyses to the teaching of children.

6. Etymology treated as a key to the meaning of new words.
7. Co-operation with other departments in teaching the special vocabulary of each department.

English II. — *Grammar.* The facts of sentence construction organized: —

1. To teach recognition of the sentence as a unit of speech.
2. To discover the principles underlying the present-day use of word-forms as these occur in well-composed sentences.
3. To evolve a terminology adapted to the needs of young pupils and based upon the present condition of the English language.
4. To establish standards which shall rationalize the speech of the student and his pupils.
5. To work out with the students a good method for children.

LITERATURE.

English III. — This course has two aims, — the literary culture of the teacher and direct preparation for teaching English in the grades. It includes (a) a wide range of reading, especially of American and English literature, with careful study of a few selected works for the purpose of developing appreciation of a piece of good English; (b) elementary composition, oral and written, with themes relating to literature; (c) a study of Greek and Norse myths, for familiarity with many myths, for consideration of their origin, meaning and value, and for discussion of their treatment in the grades.

English IV. (*Advanced Course*). — *American Literature.* A general study of American literature as a record of the thoughts, feelings and imagination of the American people.

This course aims (a) to acquaint the student with literary expression called forth by events of the colonial, revolutionary, and national periods; (b) to furnish the prospective teacher with literature that may be used in teaching American history.

English V. (*Advanced Course*). — (a) Study of the history of the English language as it has been affected by the political, social and industrial life of the people, as a help to the more effective teaching of the language; (b) Study of typical selections of narrative, emotional and reflective poetry and essays.

READING.

The department of expression aims: (a) to develop the student's love and appreciation of literature, and to make these the vital basis of the art of reading; (b) to prepare directly for teaching reading in the different grades of schools.

From the point of view of professional literature the students (a) are led to read widely in the literature of childhood; (b) are taught to interpret orally the "literature of power" with some degree of personal mastery; (c) are trained in the use of voice and body.

From the point of view of the content and method of teaching reading in the elementary grades the course includes: —

1. *Phonics* — with application to work in the different grades.

2. *Literature* taught in connection with the analysis and oral rendering of selections from the poetry and prose commonly found in public school courses in literature and reading; story telling, based on the rendering of fables, fairy tales, folk tales, cumulative stories, myths and legends, biographical and historical stories; literature for special occasions; children's plays.

3. *Methods of illustrating literature*, — dramatization; paper cutting; use of crayons, brush and ink, and water colors.

4. *Use of pictures* in connection with the reading lesson, — prints, blackboard sketching, illustrations in books.

5. *General reading* of recreational and informational literature. How to interest children in general reading and establish in them the reading habit.

6. *Sight reading*, oral and silent. Value, material to be used, how conducted. Reading to children; memory selections.

7. *Seat work* — purpose and method.

8. *Textbooks* in reading; points for judging them; discussion of the leading methods in use for teaching reading.

9. *Hygiene* of reading. (a) Reading fatigue; (b) speech defects; (c) backwardness in speech.

10. *Simple technique* of children's reading.

A *dramatic club* is organized for the young women of the school.

The following courses are offered to the *men*: —

1. Extemporaneous speaking, to secure directness in presentation, correctness and fluency in speech, and good carriage of the body; declamation.

2. Study of the principles of debating and public speaking; preparation and delivery of short addresses on original topics; preparation of briefs; practice in debating, individually and in teams.

3. Methods of teaching reading in the public schools.

MATHEMATICS.

Arithmetic. — 1. Historical view of the development of arithmetic considered as a basis for the discrimination of essential subject-matter to be taught and a logical order of teaching.

2. Fundamental ideas governing the teaching of arithmetic: knowledge of the subject should grow out of practical experience; the importance of visualizing as an aid to the study of relations; the importance of drill in order to form correct habits; the power of its use to be developed by letting pupils discover for themselves.

3. The psychology of number: the definition, "Number is a rational process, not a sense fact," considered as a basis of methods of teaching.

4. Detailed study of the following topics: —

(a) "Number work" in the lower grades.

(b) Formal study of notation and the processes.

(c) Units of measure, — simple work for the lower grades; mensuration.

(d) Fractions, — the unit, common and decimal fractions; percentage and its application.

5. Problems.

Business Arithmetic (Advanced Courses). — The principal topics considered are the exchange of property, accounts, commercial papers, business forms and bookkeeping. They are taken up as applications of the fundamental principles of arithmetic.

The following subjects are discussed with the idea of making the prospective teacher somewhat familiar with financial affairs: the care and use of money; the advantages of possessing capital; the relation of the individual to the system of banks and the use of negotiable paper; the advantages and disadvantages of the various methods of investing savings; the relation of the individual to the insurance system; the essential principles of business law.

Geometry I. or Form Study. — The object of the course is to give the teacher an organized knowledge of the essential facts about

form, and to develop an appreciation of the part played by form in art and in practical life. The course includes:—

1. Observation and definitions of forms, occurrence of geometric forms in nature and in architecture.

2. Inductive observational work with practical applications, including field exercises. Construction: (1) with ruler, square and protractor; (2) with ruler and compasses.

3. Mensuration for areas and volumes, — working formulæ derived and applied.

Geometry II. (*Elective*). — Original demonstrations in solid geometry. Applications of these geometrical principles in common life and in industries. Problems based on the applications.

Trigonometry (*Elective*). — Plane, with applications in finding distances and areas; use of the transit. Spherical, with applications, as in finding great circle distances, and in calculating length of days and times of sunrise and sunset.

Algebra I. (*Elective*). — The subject is analyzed to show what it includes, and to determine its pedagogical value. Literal notation, negative numbers, and the use of the numerical processes in simple equations are reviewed for the purpose of determining the principles of the subject. The practical value of algebra is emphasized in solving problems from arithmetic, geography, physics and other subjects in the curriculum. The method of teaching elementary algebra as an extension of arithmetic is carefully considered.

Algebra II. (*Elective*). — Advanced topics are taken up for the purpose of getting a thorough grasp of the mathematical applications of the subject.

PHYSICAL SCIENCE.

Physics I. — The work is based on the belief that, while very few of the students may ever teach physics as such, every teacher should know enough of the subject to use intelligently the truths which are illustrated and applied in other subjects, as in geography, physiology and nature study. The teacher should also be able to help children to a clear understanding of the allusions met in their reading; should know something of the construction and operation of common instruments in which children are interested in the schoolroom and in the home, and should know something of the principles which are involved in the heating, lighting and sanitation of the schoolroom or schoolhouse.

The *aim* is to present in a systematic way as many of the truths most likely to be needed as time will allow, deriving these truths, in large measure, from the familiar experiences of common life; and to lead the students to see how the truths thus derived are related in other ways to their own lives and the lives of their pupils.

Some of the *topics considered* are, — the production of dew, fog, clouds, rain, frost and snow; ocean and atmospheric currents, land and sea breezes; capillary action; diffusion of liquids; osmose; floating of ice; tides; twilight; eclipses; use of compass; evaporation, absorption, solution; why a balloon rises; shining of the moon; echoes; shadows; the rainbow; pump, siphon; thermometer, barometer; sewing machine; piano, violin and other musical instruments; electric bell; steam engine; reflection and refraction of light; modes of transfer of heat, kinds of heating apparatus, production of draughts.

Physics II. (*Advanced Courses*). — Laboratory practice on the mechanics of solids and liquids. Special emphasis is placed on the subjects which are directly connected with the student's own experiences, with the needs of the prospective teacher, and with the activities of the community. The aim is to make as close connection as possible between the work of the laboratory and classroom and the other interests in life.

Physics III. (*Elective after Physics II.*). — Experimental work in sound, heat, light, magnetism and electricity, giving a wider range of laboratory methods, more power in the successful use of apparatus, and a broader knowledge of physics as a science. Laying out of subjects by the students. Collateral reading and acquaintance with some of the best books on the subject.

Chemistry I. (*Elementary*). — Practical study of those truths of chemistry which will acquaint the students with the important facts of their chemical environment and show how this knowledge can be used in the school subjects and in practical life. Emphasis is laid upon applications to home activities, agriculture and manufacturing.

1. Some chemical operations needed for the interpretation of nature and human industries. Making solutions, crystals and chemical precipitates; filtering, distilling, sublimating and fusing.

2. *Chemistry of Air.* — Uses of oxygen, with special attention to respiration, combustion, tarnishing and rusting, fermentation and decay; properties and uses of nitrogen, with emphasis on its use in natural and artificial fertilizers and explosives; preparation, properties

and uses of carbon dioxide, to understand the relation of plants to animals, the need of ventilation, and some of the changes in minerals.

3. *Flame and Fuel*. — Structure, products and order of combustion in a typical flame; how to start, control and extinguish fire; uses of a chimney; ventilation; characteristics of a good fuel.

4. *Study of Water*. — Physical and chemical properties of water, to appreciate its many uses; simple tests for the purity of drinking water; location, curbing protection, and ventilation of wells and springs; occurrence of water in minerals and organic bodies.

5. *Acids and Alkalies*. — Their relation to each other; application to gardening and industries.

6. *Metals*. — Study of typical specimens to find their properties; consideration of their uses and their relation to acids; tests for poisonous metals in solution; alloys.

7. Simple study of starch and gluten, and the chemistry of bread making.

Chemistry II. (*Elective*). — *Economic Chemistry*. Instruction in the chemical conditions for good health, human efficiency and progress, and how to secure these conditions for the individual and for the community. Laboratory and class study of what we breathe; what we drink and use for cleansing; what we use for fuels and illuminants; foods and food values; adulterants and methods of detecting them; bleaching, dyeing and care of textiles; observation and assistance in the domestic science class of the model school.

Chemistry III. (*Elective*). — *Chemical Analysis*. Method of analyzing common substances; analysis of minerals and compounds of metals; water analysis; milk analysis; soil analysis.

NATURE STUDIES.

Common Minerals and Rocks. — As very few students come with even the slightest acquaintance with this subject, the course is arranged so as to give an orderly study of typical material in the laboratory, supplemented by reading and excursions to gravel hill, clay pit, ledge, quarry, foundry and mill. It includes: —

1. The practical study of a few common minerals, building stones, and typical kinds of soil, with constant applications to the study of geography and to the industries.

2. Some effects of heat and chemicals upon minerals, with reference

to the industries, such as the smelting of ores and the making and using of lime and mortar, land plaster and plaster of paris.

3. *Decay of Minerals.* — Simple study of specimens in all stages of change. Consideration of the agents and forces operating to crack, split, crumble, erode, weather and transform minerals; also the action of wind, moving water and ice in transporting, sorting and depositing the products of the change.

4. *Soils.* — Mineral and other constituents of soil; texture in relation to agriculture; how soils deteriorate and how to prevent deterioration; how to improve soil.

Common Plants and Animals. — The topics are arranged according to the season, and are studied with constant use of the science garden and greenhouse.

1. *Growth and Metamorphosis of Insects.* — Eggs and larvæ are collected; a simple vivarium is prepared for the larvæ, fresh food is supplied daily, and a careful record is kept of all the changes.

2. *Injurious and Helpful Insects.* — Following the original investigation, students begin to gain acquaintance with the insects of the garden. They study the form, habits and means of combating the plant louse, click beetle, cutworm, dragonfly, grasshopper, bee, mosquito and fly. They search the records to learn the following facts about each: (1) in what stages of development the insect is harmful or helpful; (2) at what date measures should be taken to check them; (3) what is their mode of escape; (4) where does metamorphosis take place.

3. *Flowers and Fruits.* — The flower, its parts and their function; cross or self-pollination; fertilization; seed formation; the creation of new varieties of plants. From their collection of fruits the pupils discover (1) the function of the fruit; (2) the agents of distribution; (3) the conditions which determine the agent of distribution.

4. *Common Trees.* — The approach to the knowledge of trees is by the leaf. This is followed by work out of doors on the outline of the tree and the character of the bark and winter bud. Lumber value, duration and distribution of the important trees. Preservation of forests.

5. *Animal Lessons.* — The typical animals of the locality are made the basis of observation and reading to determine their activities, adaptive structures and relations to man.

6. *Nonflowering Plants.* — Simple acquaintance with the common forms met with in the locality, — fungi, lichens, mosses and ferns.

The means of distinguishing; adaptation to locality; economic use or injury.

7. *Bird Study*. — Identification, habits, songs, and relation to successful agriculture. The class learns to recognize the common birds of the vicinity; then their feeding and nesting habits are learned. The class determines whether the bird merits protection or destruction. This leads to sympathy with laws for bird protection and is far-reaching in its influence.

Indoor work with the birds is supplemented by early morning walks with the teacher. Groups of students with bird-glasses furnished by the school, go to the woods and there associate song and behavior with form and color already studied.

8. *The Seed*. — Function of its parts; germination.

9. *Plant Study*. — Experimental study of functions of leaf, stem and root. Habits of growth which determine survival.

SCHOOL GARDENING.

Elementary. — Each student applies this study by cultivating a flower and vegetable garden. Seeds are tested; plans are arranged for each garden; soil is prepared for seeds; and the plot is cultivated for its special purpose. A number of students also work in co-operation on plots designed for decorative or other special purposes and direct groups of children in planting these gardens.

Elective. — Propagation of plants for the garden and grounds from seeds, bulbs and cuttings; grafting of fruit trees for the nursery and home orchards; experience in trimming shrubs and trees; experiments on plants for a more thorough understanding of plant processes; raising of special crops under a variety of conditions. Life histories of useful and injurious insects worked out in garden and greenhouse. Methods of spraying.

ORGANIZED NATURAL HISTORY.

Botany (*Advanced Courses*). — Study of plant forms from the simpler to the more complex types; power of adaptability of each type; experiments in growth, respiration, digestion and propagation; analysis of plants.

Zoology (*Advanced Courses*). — A study of the form and structure of animals, with relation to their habits of life, power of adaptation, relations with man, the persistence or extinction of their type.

After taking this course the student should have a systematic knowledge of the animal kingdom upon which to draw for teaching zoölogy, conducting nature study, or in taking advanced courses in zoölogy.

GEOGRAPHY.

I. Physiography. — The purpose of the work in physiography is to give the student such an understanding of the great facts connected with the development of the earth's crust as to enable him easily and accurately to interpret the more important geographical problems that may arise in connection with the ordinary teaching of geography.

II. Geography. — A study of man's physical and social environment, as determining his activities and development. The following lines of work are taken up: —

(1) The earth as a planet, for the underlying principles of astronomical geography, including the effects of the earth's rotation and revolution. (2) The atmosphere, for the great laws of climate. (3) The ocean as a modifier of continents and climate and as a great commercial highway. (4) The evolution of topographic forms and the uses which man makes of them, with the qualities which render them thus useful. (5) The people in their industrial and institutional life, including the development of the great industries and institutions among men, and a comparative study of the great commercial nations. (6) Locational geography, to fix important facts of location for general intelligence. (7) Field work and laboratory exercises, for the practical application of principles learned. (8) The preparation of materials and exercises for teaching. (9) Practice in conducting class exercises. (10) The study of a graded course in geography to determine its adaptation to practical school work. (11) Juvenile literature appropriate for grade work in geography. (12) Schoolroom appliances for teaching the subject.

Special emphasis is placed throughout the course upon the industrial side of the subject. Our natural resources, with their influence upon national life and the importance of their proper conservation, are carefully studied.

An excellent electric lantern, with a collection of slides, is extensively used for illustrative purposes. Reference books, pictures, maps, charts, models and instruments are constantly at hand for study.

III. Geology (*Elective*).— The course is designed to give a practical working knowledge of structural and historical geology. The previous work in physiography is extended and new lines are taken up.

PHYSIOLOGY AND HYGIENE.

The following lines of work are taken up:—

1. The human body as a whole, for its external and structural parts, its general plan and its building materials.
2. Laboratory work, for a knowledge of tissues, structures and processes.
3. The various systems of the body, for (a) the essential facts of anatomy, (b) the functions of the various systems and organs, (c) the fundamental laws of health.
4. Effects of alcohol and narcotics.
5. Foods and food values.
6. A study of the principles of sanitary science, including such topics as (a) ventilation and heating, (b) plumbing and drainage, (c) water and milk supply, (d) preparation and preservation of food, (e) bacteria in relation to disease, (f) contagious and infectious diseases, (g) disinfection and vaccination, (h) relation of food, air and water to disease, (i) school hygiene, (j) personal hygiene.
7. Study of a graded course in physiology, to determine its adaptation to practical school work.

The purpose is (1) to give the student an intelligent appreciation of the important laws of hygiene and the habit of living in obedience to these laws; (2) to enable the prospective teacher to give intelligent care and hygienic training to the children under her instruction.

PHYSICAL TRAINING.

Gymnasium work is required of the women twice a week during the course. The purposes of the department are:—

1. To aid the student in attaining the highest degree of physical efficiency and bodily symmetry.
2. To enable her to detect the sense deficiencies of children, and to recognize faults of posture or growth.
3. To furnish her with means to improve and preserve the physical integrity of the pupils entrusted to her care.

The course includes: (1) practical talks on personal hygiene; (2) a study of the principles and applications of educational gymnastics;

(3) instruction and drill in gymnastic positions, movements and exercises; (4) squad and class drills directed by students; (5) the analysis of plays and games suitable for the schoolroom and school yard; (6) observation of gymnastic work with children and practice in teaching them under public school conditions; (7) emergency lessons in checking the flow of blood, resuscitation, transportation and practical treatment of the common accidents and emergencies of school life; (8) classic dancing, rhythmic exercises and æsthetic movements; (9) folk lore dancing; (10) corrective gymnastics; (11) anthropometry in its application to the strength tests of the students, and instruction in measurements of school children.

Athletics. — In the fall and spring, as the weather permits, the lawns surrounding the school buildings and the campus are used for games with students and children.

Instruction is given in basket ball and hockey, both for the recreative element in them and to furnish a means of establishing the teacher's attitude toward wholesome sport and hygienic athletics for girls and boys.

HISTORY.

I. American History. — The organization of American history into its great periods of development is made the basis of history teaching. In each period the students determine the problem to be worked out, the conditions involved, both in Europe and America, the steps in the solution of the problem, the great crises, the influence of the leaders in the movement, the relations of the environment to the activities of the people, the final result at the time and its bearing on the future. History is used as a means of understanding the social problems of to-day and for the purpose of emphasizing the value of civic service on the part of each individual. The work is conducted in the library of history, to teach how to use a library. Use of lantern slides; preparation of maps and tables; use of pictures, and study of sources of history; adaptation to a graded course of study; how to use the textbook; practice in organizing biographical stories, in preparing drill exercises and in conducting discussions.

II. English History (*Advanced Courses*). — A brief study is made of the great movements in the development of English institutions, for the purpose of finding the foundations on which United States history is based. It gives a setting for the historical stories, in the reading books, of great English characters.

III. General History (*Advanced Courses*). — The purpose of the course is to trace, in a broad way, the development of Oriental, classic and Teutonic peoples, (1) for the cultural purpose of understanding the historical development of government and of social institutions, (2) as a basis for the study of the history of education, (3) as a basis for teaching historical stories, (4) as supplementary knowledge to be used in the study of the geography of different countries.

HISTORY OF EDUCATION.

The purpose of these courses is to trace the great typical movements in educational development, as the basis of progress in educational theory and practice; to broaden the horizon of the teacher through an acquaintance with the work of a few great leaders in education; to emphasize the relation of the spirit and environment of a people to their elementary and higher education; to lay a foundation for future educational reading and discussion.

PRACTICAL ARTS.

Two parallel, correlated courses are offered, one in drawing and design, the other in handicrafts. These are planned with the aim of giving students a working knowledge of the principles which they will need in directing the work of children, and an acquaintance with processes which they may use in teaching children.

In the two-year course emphasis is placed upon the more elementary forms of drawing and handiwork. The work includes elementary forms of construction, picture composition and blackboard sketching. In the longer courses more advanced forms of these subjects are taught and wider and more varied experiences are offered, both in the technique of the subjects and in their application to work with children in the different grades of the training school. In the kindergarten-primary course the work is especially planned to meet the needs of primary teachers. It aims to develop facility and appreciation, and to give experience in picture composition to be used for illustrative purposes in teaching children; also to develop power to draw for children. It includes more blackboard drawing than the other courses.

The topics studied are those in general use in the public schools, and may be grouped as follows: —

1. *Color theory*, and its application by imitating, selecting and harmoniously combining colors.

2. *Plant drawing*, with application to designs for decorative purposes.

3. *Composition* (which includes object drawing and perspective principles), with application to the illustration of school subjects.

4. *Design* in correlation with handiwork.

5. *Mechanical drawing*, with application to the making of maps, diagrams and working drawings.

6. *Blackboard sketching* for illustrative and decorative purposes in the schoolroom.

7. *Handiwork*. — The correlated handiwork includes practice in the following industrial processes: cardboard and paper constructions; bookmaking and bookbinding; weaving and basketry; clay modeling; elementary sewing.

Advanced Course. — Students on the longer courses are offered advanced bookbinding and bench work in wood; practice in working out, with groups of children, correlated projects in various materials; history of art. A special course in mechanical drawing and bench work is offered for the men.

PENMANSHIP.

Penmanship is taught for the purpose (1) of developing a plain, practical style of writing, and (2) of preparing to teach penmanship in the grades.

In the junior year the object of the work is to lay a thorough foundation in position, penholding and movement; also to drill in word, figure, sentence and paragraph writing. In the senior year the object of the work is to improve the general quality of the writing and develop speed, so that the students will be able to write automatically a smooth, plain, practical hand. The seniors are also given blackboard practice, practice in counting and in teaching lessons before their own classes, and have abundant opportunity to observe the teaching done by the supervisor and the regular teacher in the model school. During the senior year the supervisor outlines a scheme for each grade.

VOCAL MUSIC.

1. Music as an art is the means of expressing and exciting thought and emotion. With this as the aim, the student is taught the proper use of his own voice and of the child voice, the importance of good enunciation and tone quality as a basis for the artistic rendering of

songs. He has practice in teaching rote songs and in conducting class exercises both in individual singing and in chorus work. He is instructed in writing simple melodies as a further means of expression and as a means of acquiring additional material for future work in the way of exercises and rote songs. As much time as possible is given to ear training.

2. Music as a science is the knowledge of the properties and relations of tones. These properties, — force, length, pitch and timbre, — are taken up successively, first to study the single tone with regard to each property and to the modes of indicating or representing it, and second, to study tones in their relation to one another with respect to each of these properties.

3. One period a week is devoted to gaining knowledge of the works of some of the great masters by means of pianola and Victor records, and of the forms in which they wrote, and to chorus practice. There are also weekly recitals out of school hours for all who wish to attend. An opportunity for practice in teaching music is given in connection with the work in the model school.

A *glee club* is organized for the ladies, and there is an orchestra for those who play upon instruments.

PSYCHOLOGY AND PEDAGOGY.

1. *The educational study of man* to find the principles of education which underlie all true teaching, including the study of the structure, function and normal action of the human body as the instrument of the mind. The study of the mind in its threefold activity of thought, feeling and will, through observation of its activity in self and in other minds, and by hearing and reading the testimony of other observers of mind.

2. *The consideration of the educational study of subjects* to get the principles of the subject, and to find its pedagogical value.

3. *The analysis of the art of teaching*, to find definite directions for the practice of the art. The selection and arrangement of subject-matter. The presentation of truth. The motives to study. Study by the pupils. Examination of pupils. Object and method of criticism. The teacher's daily preparation.

4. *The study of school organization* to find what it is to organize a school. The advantages of a good organization. Opening of the

school. Classification of the school. Distribution of studies. Arrangement of the exercises. Provisions relating to order.

5. *The study of the principles of government* to find what government is; what school government is. The basis of the teacher's right to govern. The end of school government. The motives to be used in school government and the method of their application.

6. *The observation and practice of teaching* to see the aim, motive, method and product of teaching as exemplified in a good school.

7. *The study of the teacher's personality* to find how he may make himself most acceptable to those for whom and with whom he works.

8. *School laws of Massachusetts.*

MODERN LANGUAGES.

(ELECTIVE.)

Modern languages are studied so that they may be used in intercourse with people who speak those languages. Correct pronunciation, therefore, is the first requisite; this, combined with careful ear training, soon enables the student to think in the language he studies. Much reading and conversation will give quickness in understanding and fluency in speaking.

French, German and Spanish are offered for four-year students who wish to extend their work in the high school and gain credit towards a college degree. Elementary and advanced divisions are formed according to the preparation of the students.

LATIN AND GREEK.

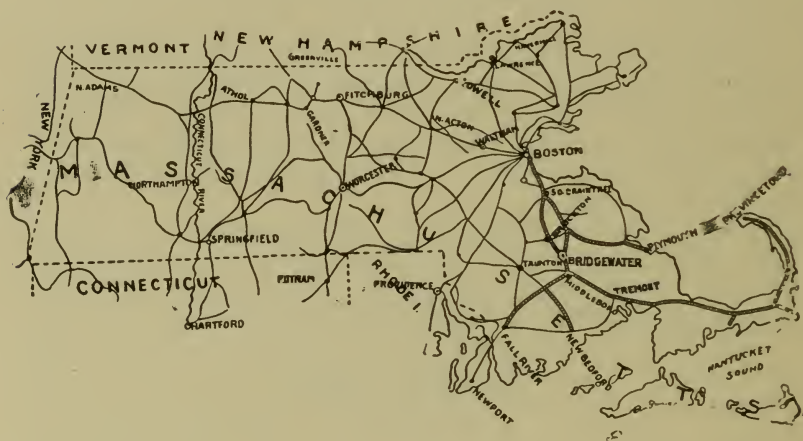
(ELECTIVE.)

The subjects are studied mainly for the purpose of increasing the power of expression in the vernacular by careful and accurate translation; also by constant study of etymology and derivation, to gain a knowledge of the meaning of English words derived from Latin and Greek.

GENERAL INFORMATION.

LOCATION.

Bridgewater is one of the most pleasant and healthful towns in Massachusetts, with a population of about eight thousand. It is situated twenty-seven miles south of Boston on the Plymouth Division of the New York, New Haven & Hartford Railroad, and is easily



reached by train and trolley from all parts of the State. The buildings and grounds of the State Normal School are attractively located near the center of the town, ten minutes' walk from the railway station.

BUILDINGS AND EQUIPMENT.

The main school building is a massive brick structure, divided into three connecting sections affording good light and air in all the rooms. Front, rear and side entrances and ample corridors and stairways give easy entrance to all parts of the building and rapid exit therefrom. It is well supplied with water, is heated and ventilated by the fan system,



GYMNASIUM.

has a heat-regulating apparatus and electric time and electric light service. In this building are the principal's office, assembly hall, libraries, and the offices, classrooms and laboratories of the different departments of the school. One-third of the building is devoted to the model school.

The assembly hall is used for chapel exercises, for study purposes and for literary, dramatic and musical entertainments.

The department of physics has two laboratories, one arranged for individual work at tables, the other for demonstration purposes, with apparatus for projection.

In the department of chemistry there are also two laboratories. One, for the elementary course, is arranged for individual work at tables; the other, for analytical work. These laboratories are provided with hoods for the manipulation of noxious gases, and are thoroughly ventilated.

The mineralogical and geological laboratory is arranged for physical and chemical tests and for blow-pipe work. It is provided with three sets of mineral specimens: a set of working specimens for use at the tables, a set in cabinets for the study of comparative and systematic mineralogy and a set in cases illustrating the classification of minerals. Similar sets of rocks and fossils are provided for the study of geology.

The biological laboratory, for the study of botany, zoölogy and physiology, includes two rooms arranged for individual work at tables. Each room contains three collections of typical specimens, and there is also equipment for microscopic and for experimental work. The greenhouse, situated in the natural science garden, is used by the students for the practical study of horticulture and school gardening.

The geographical laboratory is equipped with globes, the latest and best physical and political maps for all grades of work, pictures arranged for class use, models of the continents and of Massachusetts, and productions in both the raw and manufactured states. Projection and apparatus is provided for all phases of the subject.

In the department of practical arts there are well-equipped drawing rooms, a laboratory furnished with manual training benches for wood-working, and two laboratories fitted up for the study of domestic science and the industrial occupations of pottery, weaving and book-binding.

The school has a large and valuable library of reference books with topical card catalogues. Each department also has its own library of books especially devoted to the subjects taught in the department.

The Albert Gardner Boyden gymnasium, a new brick structure, is a model of architecture and perfectly adapted to its uses. It serves the school not only for physical training, but also as a place for indoor sports, social gatherings and banquets.

Three residence halls have been erected and furnished by the State for the accommodation of lady teachers and students. In Normal Hall, the oldest of these buildings, are the administrative offices and dining rooms. Tillinghast Hall, erected in 1896, contains thirty-seven residence rooms. The new dormitory, completed in September, 1911, contains ninety rooms. Each building has its own reception and reading rooms, is heated by steam, lighted by electricity and thoroughly ventilated. The halls are in charge of the principal of the school and the dean.

The natural science garden is the gift of Mr. Albert G. Boyden, Principal Emeritus of the school. It serves as an out-of-door laboratory for biology, geography and school gardening.

The greenhouse, an important adjunct of the work of the natural science garden, is the gift of Mrs. Elizabeth R. Stevens, a graduate of the school.

The Campus. — Boyden Park comprises six acres of land across the street east of the buildings. It has a beautiful pond in the center, shade trees, and pleasant walks dividing it into open areas for tennis courts and for other outdoor sports. Adjoining the park is Normal Grove, a half acre of fine chestnut trees. South Field, across the street on the south side, includes two acres of level ground which are used for athletic sports.

EXPENSES.

Tuition. — Tuition is free to members of the school who are residents of Massachusetts. Residents of other States and countries are required by the law of the Commonwealth to pay \$50 a year as tuition. One-half of this amount, \$25, is payable at the beginning of each half-year session.

Board. — The price of board for those who live in the residence halls is \$160 a year, \$40 of this amount being due at the beginning of each quarter of ten weeks. This rate is made on the basis of two students occupying one room and taking care of their room. Laundry work to the value of 50 cents a week is allowed on the regular price list; any excess of this amount is an extra charge. An extra charge is

•NEW•DORMITORY•FOR•WOMEN•
•NORMAL•SCHOOL•BRIDGEWATER•
•HARTWELL•RICHARDSON•&•DRIVER•
•ARCHITECTS•BOSTON•



made to students occupying a room alone, and for board during any regular recess or vacation.

Deductions are not made from the above rate for absence, unless it is on account of illness or for some other good reason. When absence is necessary a deduction of \$2 will be made for each full week of such absence. Those living in the halls less than six weeks during any regular quarterly period will be charged transient rates.

For men attending the school, rooms will be found in private families near by, at prices varying according to the kind of room desired. Board can be obtained by them at the school boarding hall for \$3 a week.

Payments must be strictly in advance and should be made without the presentation of bills. A diploma will not be granted until all school bills are paid.

Checks should be made payable to the school, and when sent by mail addressed to State Normal School, Bridgewater, Mass.

Transient rates for guests and visitors are \$5 a week, or by the day as follows: breakfast, 20 cents; luncheon, 20 cents; dinner, 35 cents; lodging, 25 cents.

Other Expenses. — Women students will require a gymnasium suit, gymnasium shoes, rubber bathing caps and bath towels. Arrangements for these are made with the instructor in physical training at the beginning of the course. They are obtained at cost prices, and it is intended that the expense shall not be more than \$10.

The use of textbooks is free. Students purchase their own note books and writing materials, and also pay for their drawing kits, printed outlines of studies, breakage, and all supplies carried away from the school for their future use.

ROOMS IN THE RESIDENCE HALLS.

Rooms in the residence halls are supplied with furniture, including mattresses and pillows. Students are required to bring bed covering for single beds, towels, napkin ring and clothes bag for laundry. All articles sent to the laundry must be distinctly and indelibly marked with the owner's name; initials are not sufficient.

A reassignment of rooms is made at the end of each school year, preference in choice being given to those who have been longest in the school. Newly admitted applicants will be assigned rooms after the June examinations.

All applicants, including those fully certificated, are advised to appear on the first day of registration in June, as they will have an opportunity at that time to take the physical examination and make a choice of rooms. Due consideration will be given to priority of application.

PECUNIARY AID.

The State makes an annual appropriation of \$4,000 for the normal schools to be given to students from Massachusetts who are unable, without assistance, to meet their expenses. This aid, however, is not given for the first half year of attendance, and is not given to students from the town in which the school is located. Applications are to be made to the principal in writing, and to be accompanied by such evidence as shall satisfy him that the applicant needs the aid. Blank forms for application will be furnished near the end of each term.

A loan fund, at present amounting to over \$2,000, has been contributed by friends and graduates of the school, to be used in assisting worthy students. The conditions for loans from this fund are prescribed by a committee of the faculty.

GOVERNMENT.

The discipline of the school is made as simple as possible. Students are expected to govern themselves; to do without compulsion what is expected of gentlemen and ladies, and to refrain voluntarily from all improprieties of conduct.

Regular and punctual attendance is required of every member of the school. The advantages of the school, which are freely offered by the State, are expensive, and the State has a claim upon the student for their faithful use. No student can afford to lose a single school day, unless it is absolutely necessary that he should do so.

Students must not make arrangements involving absence from any school exercise without previously obtaining permission, and must return punctually after any recess or vacation. Those who are necessarily absent at any time must make up lost work promptly upon their return.

When a student finds it necessary to withdraw from the school he must return any of its books or other property which he may have and receive regular dismission; otherwise, he must not expect to receive any indorsement from the school.



WOODWARD HALL.

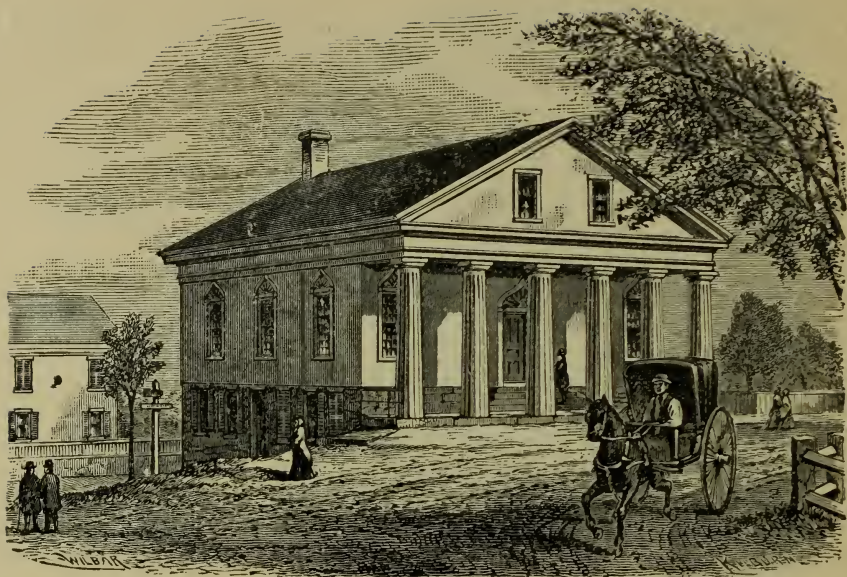
TILLINGHAST HALL.

REGISTER OF GRADUATES.

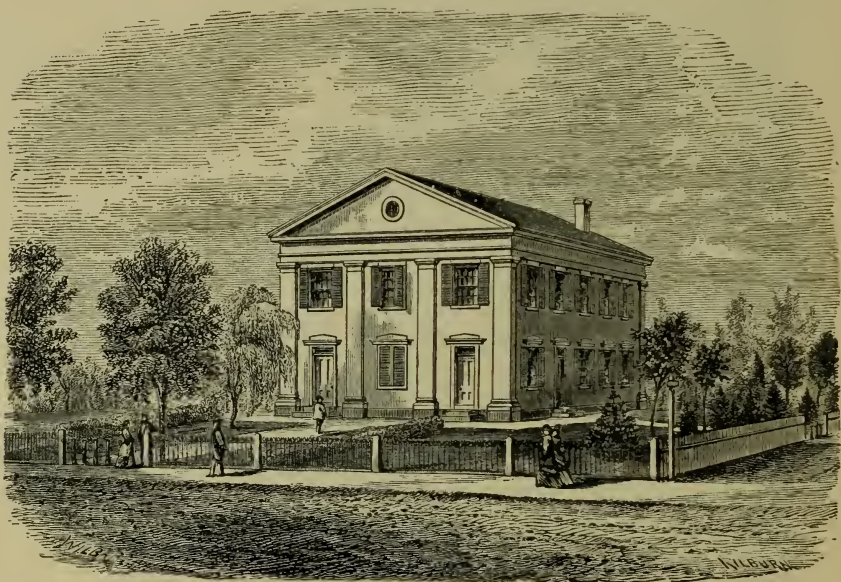
As complete a record as possible is made of the graduates, showing their scholarship, training and experience after graduation, together with such testimonials of their success in teaching as may be filed from time to time. Such data are accessible to superintendents and school committees, and enable the school to be of assistance both to its graduates and to those who are seeking good teachers. The graduates of the school are in demand and readily find places according to their ability and experience.

VISITORS.

Parents and friends of the students, school committees, superintendents, teachers and others who are interested in seeing its work and methods are cordially invited to visit the school at their convenience and to introduce young persons of promise who may desire to avail themselves of its advantages.



OLD TOWN HALL, HOME OF THE SCHOOL, 1840-46.



THE FIRST STATE NORMAL SCHOOL BUILDING IN AMERICA.
Erected in Bridgewater, Mass., in 1846.

HISTORICAL SKETCH.

This school was one of the first three State normal schools established on this continent. Hon. Edmund Dwight of Boston offered to furnish \$10,000, "to be expended under the direction of the Board of Education for qualifying teachers for our common schools," on condition that the Legislature would appropriate an equal amount for the same purpose. On the 19th of April, 1838, the Legislature passed a resolve accepting this offer. The Board decided to establish three schools for the education of teachers, each to be continued three years, as an experiment, and on May 30, 1838, voted to establish one of these schools in the county of Plymouth. On Dec. 28, 1838, the Board voted to establish the other two at Lexington and Barre.

Prominent men in Plymouth County spent nearly two years in the endeavor to raise \$10,000 for the erection of new buildings for this school. After vigorous competition it was decided to locate the school at Bridgewater, and the town granted to the school the free use of its town hall for three years. Here, by the skill and genius of its first principal, Nicholas Tillinghast, the experiment of conducting a State normal school in the Old Colony was successfully performed. **The school was opened Sept. 9, 1840,** with a class of twenty-eight pupils, — seven men and twenty-one women. In 1846 the State, with the liberal co-operation of the town of Bridgewater and its citizens, provided a permanent home for the school in the **first State normal school building erected in America.**

The school has had four principals. Nicholas Tillinghast was principal the first thirteen years, and devoted himself unsparingly to the work of establishing the school upon a broad and deep foundation.

Marshall Conant, the second principal, brought to the school a rich harvest of ripe fruit gathered in other fields. He immediately took up the work where his predecessor had left it, and carried it forward in the same spirit during the next seven years.

Albert G. Boyden was principal from August, 1860, to August, 1906. He is now principal emeritus.

The growth of the school is shown by the enlargements made for its accommodation, as follows:—

In 1861 the school building was enlarged, increasing its capacity 70 per cent. In 1869 Normal Hall, the first residence hall, was built, accommodating fifty-two students. In 1871 the school building was again enlarged, increasing its capacity 50 per cent. In 1873 Normal Hall was enlarged so as to accommodate one hundred and forty-eight students. In 1881 a new building was erected for physical and chemical laboratories.

In 1883 a sewage farm of four and one-half acres was purchased. In 1886 "Boyden Park" was purchased for outdoor recreations. In 1887 Normal Grove was presented to the school by two of its alumni, Dr. Lewis G. Lowe and Samuel P. Gates.

In 1890 the school building erected in 1846, with its enlargements, was removed and a new brick structure was erected at a cost of \$150,000. The same year the laboratory building erected in 1881 was converted into Woodward Hall. In 1894 the school building was enlarged, increasing its capacity 50 per cent. at a cost of \$75,000; in the same year South Field was purchased for athletic purposes. In 1895 Tillinghast Hall, a brick building which accommodates seventy-two students, and a steam laundry were erected. In 1904 the new "Albert Gardner Boyden" gymnasium was built at a cost of \$55,000. In 1907 a natural science garden of nearly two acres was presented to the school by Albert G. Boyden. In 1910 an appropriation of \$175,000 was made for a new central power plant and for the erection of a new dormitory for ladies. In 1911 a large greenhouse for laboratory purposes in connection with the science garden was erected, the gift of Mrs. Elizabeth R. Stevens, a graduate of the school; during the same year an additional gift of one-half an acre of land was made by Albert G. Boyden, for the purpose of extending the science garden.

In 1846 the course of study extended through three successive terms of fourteen weeks each; in 1855 the course was made three successive terms of twenty weeks each; in 1865 it was made four successive terms of twenty weeks. In 1869 the four-year course was introduced, and an intermediate course, including the studies of the two-year course and electives from the advanced part of the four-year course, was also provided.

A model school, or school of practice, was started at the opening of the normal school, and was conducted under the direct super-

vision of the principal of the normal school for eleven years, when it was discontinued. In 1880, by an arrangement made with the town, the center district public school near by was made a school of observation for the students of the normal school; in 1891 this school, including eight grades, was taken into the new normal school building, and became the model school for observation and practice by the normal students. In 1893 a public kindergarten was opened as a part of the model school, to be used in training kindergartners. In 1894 a ninth grade was established in the model school.

REGISTER OF STUDENTS. 1912-1913.

SPECIAL COURSES.

ENTERED 1911.

Pember, Susan ¹	Teacher	Rochester, Vt.
Shaw, Marian Ethel ¹	Plymouth, N. H., Normal School.	Kensington, N. H.

ENTERED 1912.

Barton, Rosamond Louise ²	Teacher	Grantham, N. H.
Clarke, Florence May	Teacher	Millville Heights.
Dennett, Lillian Ida	Teacher	Rochester, N. H.
Duffield, Margaret	Teacher	Hingham Center.
Holloway, Ruth Willis	Teacher	Middleborough.
Leonard, Eileen Elizabeth ²	Castine, Me., Normal	Dalton.
Oliver, Mary Elizabeth J.	Teacher	Brockton.
Pember, Clara Myrtie	Teacher	Rochester, Vt.
Pérez, Micaela	Saltillo, Mex., Normal Sch'l	Saltillo, Mex.
Sepúlveda, Beatriz	Saltillo, Mex., Normal Sch'l	Saltillo, Mex.
Shannon, Mary Ethel	New Brunswick Nor'l Sch'l	Lexington.
Stockwell, Emily Jane	Teacher	Rochester, Vt.
Tinkham, Lillian May	Bridgewater Normal Sch'l	Rock.
Westgate, Ethel Estelle ³	Teacher	East Mattapoisett.
White, Kathryn Bernice	Mt. Holyoke College	Brookline.

Women, 17.

FOUR-YEAR COURSE.

Blake, Harold Rockwood	Marlborough	Entered 1909.
Conlon, Joseph Augustus	Campello	" "
Jones, Arthur Clarendon	Baldwinville	" "
Murphy, James Anthony	Whitman	" "
Newhall, Orton Cole	North Middleborough	" "
O'Brien, John James	Hingham	" "
Raymond, Oscar Francis	Brockton	" "
Standish, Alfred Elmer	Middleborough	" "
Swift, Bradford Elmer	Middleborough	" "
Berry, Ila De Ette	Lanesville	" "
Crane, Eva Mildred	Avon	" "
Crimmin, Marguerite Marie	Brockton	" "

¹ Present first term.

² Present part of first term.

³ Present second term.

Depoyan, Martha	Bridgewater	Entered 1909.
Harris, Gladys Myrth	Abington	" "
Hopkins, Elizabeth	Marion, O. . . .	" "
Lane, Alice Rubena	Hingham Center	" "
Paine, Doris Mae	Winchester	" "
Robbins, Helen Paine	Harwich	" "
Speare, Mildred Dexter	Chelsea	" "
Tower, Nellie Alta	Hanover	" "
Waldron, Hope Perry	Dighton	" "
Cushing, Josiah Stearns	Middleborough	" 1910.
Hunt, Harold David	Bridgewater	" "
Lane, John Joseph	Rockland	" "
McCarthy, William James	Somerville	" "
McCreery, Walter Joseph	Fall River	" "
McDonnell, Bernard Joseph	South Boston	" "
Barrows, Bernice Esther	Carver	" "
Burns, Harriet Frances	Quincy	" "
Henry, Susa Watson	Brockton	" "
Johnson, Edith Christina	Milton	" "
Kendrick, Edith Louise	Brockton	" "
Manchester, Almyra Sherman	South Dartmouth	" "
McCausland, Elizabeth Rebecca	Whitman	" "
McFadden, Iva Martha	Haverhill	" "
Nerney, Dolly Blanche	Attleborough	" "
Newton, Dorothy	South Easton	" "
Brooks, Charles Wilfred	South Hanover	" 1911.
Clark, Thomas Henry	South Weymouth	" "
Dunn, Cornelius Francis	Baldwinville	" "
Kendall, Harold Lavern	South Framingham	" "
Le Lacheur, Embert Alexander	Boston	" "
Rau, William M. . . .	Roxbury	" "
Sheehan, Paul Sylvester	Fairhaven	" "
Wheeler, Daniel Gage	Rockland	" "
Arnold, Amy Edna	Abington	" "
Bishop, Susan Azuba	Rock	" "
Burkett, Christine Elzada	Pembroke	" "
Clark, Mary Alice	Bridgewater	" "
Cole, Mary Louise	Dorchester	" "
Davis, Esther Phebe	Bridgewater	" "
Davis, Marie Jenison ¹	Elmwood	" "
De Mar, Mabel Florence	Melrose	" "
Drake, Harriot Frances	Melrose	" "
Fitzgibbon, Mary Margaret	Athol	" "
Wetherbee, Laeta Orene	Fall River	" "
Wright, Edith Lobdell	Plympton	" "
Andrews, Walter Howard	Sharon	" 1912.
Burgess, Joseph Reed	Rockland	" "
Casey, Bartholomew Francis	Bridgewater	" "
Gulumian, Aram G. . . .	Chelsea	" "
Harper, John Henry	Bridgewater	" "
Mahan, Harold Butterworth ¹	Hingham	" "
Ramsey, Edward Albert	Middleborough	" "
Taylor, Lucien Bradford ¹	Taunton	" "

¹ Present part of first term.

Wright, Eugene Allen	Plympton	Entered 1912.
Anglin, Anna Loretta	South Braintree	" "
Burgess, Lottie Gertrude	Wareham	" "
Churchill, Ruby Estelle	Winthrop	" "
Curran, Theresa Beatrice	Brockton	" "
Cutting, Esther	Cambridge	" "
Dillon, Madeleine Catherine	Randolph	" "
Finn, Mary Ellen ¹	West Quincy	" "
Gilbert, Mary Louise	Brockton	" "
Handy, Irene Luvia	Harwich Center	" "
Hopgood, Eve Isabelle ¹	Brockton	" "
Hunt, Margaret Murtel	Quincy	" "
Lane, Miriam Frances	Brockton	" "
LeBaron, Helen Eugenia	Brockton	" "
Lynch, Grace Pauline	North Easton	" "
McGowan, Lilia Juanita	Brockton	" "
Morrell, Helen Frances	Merrimac	" "
Paulson, Lillian Mary	Campello	" "
Peterson, Helen Belle	Auburndale	" "
Thomas, Margaret Evelyn	Rock	" "
Walker, Alberta	Needham	" "
Whitmarsh, Marion Loring	Neponset	" "

Men, 32; women, 55.

THREE-YEAR COURSE.

Alger, Grace Linwood	West Bridgewater	Entered 1910.
Arden, Lena Kate	New Bedford	" "
Brownell, Mildred Edna	New Bedford	" "
Cronan, Rita Mae	Campello	" "
Crossman, Elsie Babcock	Milton	" "
Day, Edna Camille	West Hanover	" "
Fountain, Marion Louise	Attleborough	" "
Garrity, Florence Helen	Abington	" "
Johnson, Celia Pearl	Norton	" "
Kendregan, Emily Elizabeth	Rockland	" "
King, Hilda Ullman	New Bedford	" "
Knowles, Cora Winifred	Campello	" "
Lydon, Helen Teresa	Abington	" "
Mea, Frances Bessie	Rockland	" "
O'Grady, Annie Lorretta	Rockland	" "
Phipps, Frances Mildred	Milton	" "
Turner, Lillian Augusta ¹	Bridgewater	" "
Turner, Miriam Reed	Bridgewater	" "
Winslow, Marion Frances	West Hanover	" "
Adams, Bertha ²	Winchester	1911.
Adams, Hester Forsyth	Stoneham	" "
Adams, Jessie Ruth ¹	Elmwood	" "
Bailey, Mabel Olive	Waltham	" "
Bellamy, Mary Gertrude	Rockland	" "
Bixby, Helen Grace	Holbrook	" "
Burke, Alice Loretta	Rockland	" "

¹ Present part of first term.

² Present first term.

Burns, Eileen Marie . . .	Hingham . . .	Entered 1911.
Cross, Mildred Bertwell . . .	Brockton . . .	" "
DeCoster, Margaret Irene . . .	Brookville . . .	" "
Dwyer, Louise Margaret . . .	North Abington . . .	" "
Eaton, Mildred . . .	Malden . . .	" "
Ennes, Annie Adeline . . .	Raynham . . .	" "
Grindley, Sara Katherine . . .	West Roxbury . . .	" "
Higgins, Mary Louise . . .	Rockland . . .	" "
Hofmann, Hazelfern . . .	North Attleborough . . .	" "
Kenney, Myra Louise . . .	North Abington . . .	" "
Moynihan, Nellie Agnes . . .	Brockton . . .	" "
Reinhardt, Marion Barker . . .	Kingston . . .	" "
Shea, Annie Josephine . . .	Brockton . . .	" "
Skilling, Annie Elizabeth . . .	Holbrook . . .	" "
Sullivan, Margaret Helen . . .	Franklin . . .	" "
Taylor, Roxie May . . .	Attleborough . . .	" "
Wiley, Helen Ruth . . .	Waban . . .	" "
Churchill, Florence Mosher . . .	Whitman . . .	" 1912.
Clarke, Esther Marion . . .	Millville Heights . . .	" "
Corliss, Esther Maude ¹ . . .	Bridgewater . . .	" "
Cottle, Doris Allen . . .	New Bedford . . .	" "
Flaherty, Mabelle Gertrude . . .	Brockton . . .	" "
Frost, Florence . . .	Middleborough . . .	" "
Hazen, Jane Lucy . . .	Brockton . . .	" "
Howard, Ruth Alice . . .	New Bedford . . .	" "
Howard, Stella Baker . . .	North Pembroke . . .	" "
Humphrey, Helen Macomber . . .	Rochester . . .	" "
Jenkins, Louise Brownelle . . .	Reading . . .	" "
Keirnan, Grace Elizabeth . . .	Wareham . . .	" "
Manter, Mildred Emma . . .	Taunton . . .	" "
McGrath, Esther Mary . . .	Rockland . . .	" "
Phillips, Lucy May . . .	Campello . . .	" "
Prestat, Marie Eugenie . . .	Whitman . . .	" "
Quinlan, Loretta Winifred . . .	Whitman . . .	" "
Quinn, Susan May . . .	Kingston . . .	" "
Reid, Reta Jennie . . .	Hyde Park . . .	" "
Shaughnessy, Elizabeth May . . .	Uxbridge . . .	" "
Smith, Elsie Lawrence . . .	Hebronville . . .	" "
Tucker, Celia Frances ² . . .	Rochdale . . .	" "
Tucker, Lillian May . . .	West Medford . . .	" "
Warren, Ruth Mariana ¹ . . .	Leicester . . .	" "

Women, 67.

KINDERGARTEN-PRIMARY COURSE.

Alger, Katharine Brown . . .	West Bridgewater . . .	Entered 1910.
Hall, Inez Meredith . . .	Dennis . . .	" "
Howard, Helen Covington . . .	West Bridgewater . . .	" "
Hulett, Alice Vivian . . .	Abington . . .	" "
Hunter, Genevieve Story . . .	Lowell . . .	" "
Pimer, Grace Robinson . . .	Attleborough . . .	" "
Richards, Helen Norton . . .	Attleborough . . .	" "

¹ Present part of first term.² Present first term.

Wales, Alice Dudley . . .	North Abington . . .	Entered 1910.
Wilkes, Ruth Howard . . .	Abington . . .	" "
Doe, Gladys Emily . . .	Medford . . .	" 1911.
Hutchinson, Ruth . . .	Boston . . .	" "
Loring, Hazel Shirley . . .	Duxbury . . .	" "
Paine, Agnes Elizabeth . . .	Elmwood . . .	" "
Tuttle, Genevieve . . .	Chatham . . .	" "
Wilbur, Annie Howe . . .	Rock . . .	" "
Bates, Marjorie . . .	Clinton . . .	" 1912.
Churbuck, Maude Graham . . .	Middleborough . . .	" "
Forbes, Ruth Pauline . . .	New Bedford . . .	" "
Frizzell, Madeline Breed ¹ . . .	Lynn . . .	" "
Gustin, Ellen Grant . . .	Attleborough . . .	" "
Jacobs, Alice Lillian . . .	Reading . . .	" "
Jefferson, Rose Ellen . . .	Montello . . .	" "
Jensen, Adah Felicia . . .	West Lynn . . .	" "
Jerauld, Olivia . . .	East Harwich . . .	" "
Kendrick, Helen Dean . . .	Chathamport . . .	" "
O'Brien, Mary Frances . . .	West Quincy . . .	" "
Place, Sarah Tompkins . . .	North Dighton . . .	" "
Pratt, Marion Louise . . .	Bridgewater . . .	" "
Quail, Josephine . . .	Taunton . . .	" "
Ridley, Rosa Gertrude . . .	West Norwell . . .	" "
Wheeler, Mabel Louise . . .	Hyde Park . . .	" "

Women. 31.

TWO-YEAR COURSE.

SENIOR CLASS.

Annis, Helen Gertrude . . .	Plymouth.
Ashley, Helen Louise . . .	Acushnet.
Bath, Harriett Louise . . .	Stoneham.
Braley, Helen Miriam . . .	Rock.
Bride, Grace Marguerite . . .	North Attleborough.
Brown, Catharine Rollins . . .	Allston.
Brownell, Ruth Edna . . .	New Bedford.
Bryant, Eula Cushman . . .	Kingston.
Buckley, Annie Miles . . .	West Quincy.
Burnham, Doris . . .	Stoughton.
Cabana, Catherine Francisca . . .	Taunton.
Campbell, Kathryn . . .	Hingham.
Canfield, Mildred Lee . . .	Fall River.
Carlisle, Myrtle Paine . . .	Brockton.
Chubbuck, Marguerite ² . . .	Sherborn.
Coolidge, Lucy Lavinia . . .	Wollaston.
Daley, Louise Anna . . .	Quincy.
Davis, Almyra Louise . . .	Malden.
Devine, Gertrude Ellen . . .	Bridgewater.
Donovan, Rachel Loretta . . .	Methuen.
Downey, Marion Lucille . . .	Atlantic
Durate, Isabel Cecilia . . .	Somerville.
Dwyer, Annie Marguerite . . .	Taunton.

¹ Present part of first term.

² Present first term.

Foley, Margaret Elizabeth	Norwood.
Frank, Mildred Schubert	South Dartmouth.
Gould, Edith Alberta	Malden.
Graveson, Hilda Axelena	Waltham.
Haffards, Gladys Lovisa	Fall River.
Hallett, Agnes Lewis	New Bedford.
Hamlin, Elizabeth Calot	Falmouth.
Hammond, Marion Temperance	Norwell.
Hatch, Laura Frances	Hanson.
Hernan, Mary Agnes	West Medford.
Hewett, Helen Naomi	Bradford.
Johnson, Mabel Alice	South Braintree.
Jones, Mildred Emily	Melrose.
Killian, Irma Margaret	South Braintree.
King, Mary Jane	Taunton.
Knight, Margaret Gertrude	West Quincy.
Lamb, Lora Elizabeth	West Quincy.
Lanfair, Elsie Lillian	East Dennis.
Leavis, Ruth Orcutt	Reading.
Leiper, Kate McKechnie	Watertown.
Lincoln, Florence May	East Weymouth.
Little, Avis Gertrude	Kingston.
Locke, Annie Edith	Kingston, N. H.
Look, Cora Maude	West Tisbury.
Lyon, Marion	Campello.
Mahoney, Helen Agnes	West Quincy.
Mahony, Claire Veronica	Norwood.
Martin, Helen Margaret	Taunton.
McQueen, Gladys Emelie ¹	Buzzards Bay.
Munson, Cleora Margaret	Huntington.
Murphy, Marguerite Violet	South Braintree.
Nelson, Ellen Sophia	Roxbury.
Nickerson, Carolyn Bangs	Orleans.
Nickerson, Christina Alison	Provincetown.
Nickerson, Mildred Sprague	South Braintree.
Norris, Lucy Agatha	Hingham.
Power, Marie Monica	Fall River.
Randall, Gertrude Beatrice	Andover.
Reed, Mary Evelyn	Fall River.
Reid, Mary Winifred	East Weymouth
Reilly, Lillian Mary	Taunton.
Riley, Anna Gertrude	New Bedford.
Rogers, Emma Viola	Dedham.
Rogers, Marguerite Clara	Manchester, N. H.
Russell, Alice Maude	Northampton.
Sanford, Ruth Sumner	Taunton.
Simmons, Helen May	Somerset.
Snow, Dorothy Elizabeth	Middleborough.
Sparrow, Marion Celestine	East Orleans.
Sprague, Mary Priscilla	Newcastle, Me.
Steele, Rachel Hortense	Stoneham.
Sullivan, Agnes Veronica	New Bedford.
Sylvia, Mary Gaspar	New Bedford.

¹ Present part of first term.

Tuthill, Margaret	Mattapoisett.
Tuxbury, Alice Mildred	West Newbury.
Walling, Mary Edith	Hingham.
Young, Mona Rosilla	Brockton.

Women, 80.

JUNIOR CLASS.

Ashley, Maria Edna	Acushnet.
Barton, Lorle Julia	Winthrop.
Borden, Myra Thomas	North Westport.
Brennan, Alice Helene	Whitinsville.
Brennan, Edith Dorothy	Melrose.
Bride, Gertrude Adelaide	North Attleborough.
Briggs, Mildred Bryant	Taunton.
Cain, Frances Gertrude	Wollaston.
Carmichael, Florence Isabel	South Braintree.
Close, Frances Ada	Braintree.
Cotton, Dorothea Hartwell	Woburn.
Crawford, Catharine Delia	Watertown.
Cumming, Annie Gordon	Quincy.
Daily, Mary Frances	Stoughton.
Danforth, Esther Louise	West Somerville.
Danforth, Hazel Burnham	North Reading.
Deane, Mildred Cushman	New Bedford.
Devery, Alice Leonora	Dedham.
Dillon, Edna May	Whitinsville.
Drake, Beatrice Eaton	Brockton.
Dunham, Mildred Lillian	Fall River.
Eddy, Marian	Fall River.
Egan, Genevieve Landers	West Quincy.
Elliot, Dorothy May	Hyde Park.
Fairbanks, Ruth Lincoln	Brockton.
Feeley, Ellen Gertrude	Franklin.
Fish, Edith	Amesbury.
Fitzsimmons, Ruth Elizabeth	Fairhaven.
Frazer, Marion Margaret	Roxbury.
Gardner, Marian Jacques	Fall River.
Goodspeed, Alice Lee	Dennis.
Gould, Marguerite	Rockland, Me.
Hart, Doris Bradford	Fall River.
Hart, Pearl Iroquois	New Bedford.
Hickox, Flora	Attleborough.
Hollis, Fanny Baker	Weymouth.
James, Elsie Ione	Hull.
Jamieson, Florence Esther	Roxbury.
Kemp, Esther Ruth	Manchester, N. H.
Kennedy, May	New Bedford.
Kilburn, Helen Sherman	New Bedford.
Kimball, Ruth Eleanor	Amesbury.
Kirby, Helen Gray	North Dartmouth.
Kirwin, Mary Anna	New Bedford.
Kohlrusch, Pauline May	Chelsea.
Lane, Helen Marie	Hingham Center.
Lewin, Agnes Emmilianna	New Bedford.

Litchfield, Mildred Carlton	Norwell.
Lowe, Gladys May	Wilmington.
Luce, Aurilla Jeanette	Vineyard Haven.
Luce, Marjorie Augusta	Plymouth.
Marland, Stella	Fall River.
Martin, Agnes Josephine	Roxbury.
Mayer, Helen Maxwell	Quincy.
McCabe, Anna Theresa	Franklin.
McGrath, Marguerite Mary	Northampton.
McKenna, Florence Marion	Cherry Valley.
McLellan, Grace Atkinson	Scotland.
McMann, Bessie Dalzell	New Bedford.
McTighe, Mary Florence ¹	Bridgewater.
Miller, Marjorie Alden	Springfield.
Moody, Olive Ford	North Andover.
Munster, Alice Elizabeth	Seekonk.
Murphy, Mary Gertrude	Abington.
Nutter, Lucy Hayes	Pittsfield, N. H.
O'Hearn, Nellie Genevieve Monica	Fall River.
O'Neil, Mary	Malden.
Perry, Evelyn Wilcox	New Bedford.
Roderick, Ruth Catherine	Taunton.
Sampson, Ruth Foster	Plymouth.
Sheppard, Edith Jane Greethurst	Fall River.
Sherwood, Laura Gray	Attleborough.
Shortall, Catherine Elizabeth	Abington.
Smith, Florence Mabel	Dedham.
Southwick, Pearl Barker	Florence.
Stoddard, Laura Elizabeth	Abington.
Stopp, Ruth Huddleston	Malden.
Struthers, Jennette	Upton.
Sullivan, Mary	Brockton.
Thompson, Ruth Whiting	Dover.
Tighe, Mary Elizabeth	Bridgewater.
Tillson, Ella Elizabeth	South Carver.
Tolman, Ethel Delano	Norwell.
Turner, Carrie Pearl	North Reading.
Venn, Florence	Malden.
Ward, Emily Marie	Scituate.
Warren, Nannie Myra	Middleborough.
Whitman, Pauline Luella	Rockland.
Wilcox, Ernine Morse	New Bedford.
Williams, Elsie Alma	Quincy.
Yates, Esther Frances	New Bedford.
Young, Constance	Winthrop.

Women, 92.

¹ Present part of first term.

SUMMARY.

	Men.	Women.	Totals.
Special courses	-	17	17
Four-year course	32	55	87
Three-year course	-	67	67
Kindergarten-primary course	-	31	31
Two-year course : —			
Class entering 1911	-	80	80
Class entering 1912	-	92	92
Total for the year	32	342	374
Admissions this year	8	169	177
Graduated, 1912	8	119	127
Number receiving certificates for special courses, 1912	2	9	11
Whole number admitted from the beginning . . .	1,451	5,066	6,517
Number who have received diplomas or certificates .	934	3,367	4,301
Number graduated from the four-year course . .	194	192	386
Number enrolled in the model school, 1912-13 . .	-	-	430

